

OBJECTIVES BY GRADE

Students will use tools and materials in a safe and responsible way to demonstrate ways to create art. Student artists will experiment with a wide variety of art materials and processes to discover new ways of making meaning.

The goal for students in grades K-2 is to learn about the intentional use of qualities of various art materials.

The student will:			
<p>1. Identify the media being used in projects.</p> <ul style="list-style-type: none"> a. Paint <i>Tempera, water color, acrylic</i> b. Drawing <i>Oil pastels, chalk pastels, crayons, markers, colored pencils, etc...</i> c. Sculpture <i>Recyclables or found objects (paper tubes, milk jugs...), paper, wood</i> d. Computer e. printmaking 	<p>2. Identify the techniques used in projects</p> <ul style="list-style-type: none"> a. Painting techniques <i>Color mixing, water color, resists, pointillism, finger painting, sponge painting</i> b. Printmaking forms <i>Etching, rubbing, stencils, monotypes</i> c. Weaving d. 3-dimensional construction e. Using drawing tools <i>ruler, compass, templates, erasers, etc.</i> f. Collage/Decoupage 	<p>3. Demonstrate the safe and proper use of tools and materials.</p>	<p>4. Compare and contrast the benefits and the limitations of various media and how they are used to express meaning.</p> <ul style="list-style-type: none"> a. In a class discussion b. In conversations with peers during the art making process

Strand II – Art Literacy and Visual Communication

The elements and principles of art are used to express meaning. Students who are literate in art can articulate the processes, moods, feelings, techniques, and responses to visual art. They can use these elements and principles to communicate with others. They make the vocabulary of art their own and use their own work and the work of others. They can communicate through art and about art.

<i>The student will:</i>		
<p>1. Learn and use vocabulary.</p> <p>a. Elements of art:</p> <p>Color <i>Color wheel and rainbow, primary color, secondary color, Cool and warm colors, Neutral colors</i></p> <p>Form</p> <p>Shape <i>Geometric</i> <i>Organic</i></p> <p>Texture</p> <p>Line <i>Vertical</i> <i>Diagonal</i> <i>Horizontal</i> <i>Curved</i> <i>Zigzag</i></p> <p>Space <i>Overlap, positive and negative</i></p>	<p>b. Principles of design: <i>Pattern</i> <i>Balance-symmetrical, asymmetrical, radial</i></p> <p>c. Other vocabulary: Architecture Subject Landscape Horizon line Portrait Outline</p>	<p>2. Read, write, and discuss about art.</p> <p>a. Read aloud about a famous artist</p> <p>b. Explore a book with illustrations about art</p> <p>c. Use a story as an inspiration for art</p> <p>d. Use the vocabulary to write a short response to art</p>

Art appreciation includes developing a life-long connection to the arts. It is a means of expression and a source of life-long enjoyment. The skills developed in the creation of art, such as planning, problem solving, team work, implementation are useful for success in all aspects of life.

Students develop the skills necessary to reflect on their own work and the work of others and critique works of art.

<i>The student will:</i>		
<p>1. Create art that expresses their own thoughts and beliefs.</p>	<p>2. Identify and value the thoughts, beliefs and expressions of others through critiquing the others’ art.</p>	<p>3. Build career skills through:</p> <ul style="list-style-type: none"> a. Working on teams b. Problem solving c. Implementing projects d. Planning e. Working independently f. Developing creativity g. Expressing a preference for one piece over another and giving reasons why h. Participating in developing a foundation for life-long enjoyment of art

Connections between art, the faith, other disciplines, and culture allow students to react to the world, to express their understanding of their own culture through works of art.

Art plays a role in the religious beliefs and values of the Catholic culture.

<i>The student will:</i>			
<p>1. Create and describe art that expresses the themes in the Catholic faith and prominent events.</p> <ul style="list-style-type: none"> a. Advent / Christmas b. Lent / Easter c. Saints days (patron of the school, Marian feasts, etc.) d. Sacraments e. Love f. Virtues 	<p>2. Create and describe art that integrates with other disciplines.</p> <ul style="list-style-type: none"> a. Curricula of grade level subjects. <i>(Art teachers are encouraged to consult and dialogue with classroom teachers.)</i> b. Other studies – outside the classroom, i.e., environmental, sociological, etc. 	<p>3. Identify and explore the history of art. <i>(See appendix for an art history timeline with suggested options.)</i></p> <ul style="list-style-type: none"> a. Movements b. Eras c. Styles 	<p>4. Create and describe art that expresses cultural heritage.</p> <ul style="list-style-type: none"> a. Their own b. Local culture c. World cultures

Students will use tools and materials in a safe and responsible way to demonstrate ways to create art. Student artists will experiment with a wide variety of art materials and processes to discover new ways of making meaning.

The student will:				
<p>1. Identify the media being used in projects.</p> <p>a. Paint <i>Tempera, water color, acrylic paint</i></p> <p>b. Drawing <i>Oil pastels, chalk pastels, pen and ink, blending stumps, colored pencils, charcoal, etc...</i></p> <p>c. Sculpture Plaster of Paris, papier-mâché, wood, recyclables and found objects</p> <p>d. Computer <i>Digital images, graphic design</i></p> <p>e. Photography</p> <p>f. Printmaking</p>	<p>2. Identify the techniques used in fine art and craft projects.</p> <p>a. Painting <i>Color mixing, water color, resist, pointillism, shading, tinting, etc...</i></p> <p>b. Printmaking <i>Rubbing, stencils etching, monotypes</i></p> <p>c. 3-dimensional construction</p> <p>d. Using drawing tools <i>Ruler, compass, eraser, templates</i></p> <p>f. Weaving <i>Macramé, fiber, paper</i></p>	<p>g. Ceramics <i>Pinch pots, coil, slab, slip and score (if kiln is available)</i></p> <p>h. Jewelry Making</p>	<p>3. Demonstrate the safe and proper use of tools and materials.</p>	<p>4. Demonstrate the benefits and the limitations of various media and how they are used to express meaning.</p>

Strand II – Art Literacy and Visual Communication

The elements and principles of art are used to express meaning. Students who are literate in art can articulate the processes, moods, feelings, techniques, and responses to visual art. They can use these elements and principles to communicate with others. They make the vocabulary of art their own and use their own work and the work of others. They can communicate through art and about art.

The student will:		
<p>1. Learn and use vocabulary.</p> <p>a. Elements of art:</p> <p>Color <i>Color wheel, primary colors, Intermediate colors, tertiary colors</i> <i>Neutral colors, warm colors, Complimentary colors, Analogous colors</i> <i>Monochromatic colors, Tint / shade</i></p> <p>Form <i>Width</i> <i>Height</i> <i>Depth</i> <i>3- dimensional</i></p> <p>Shape <i>Geometric, organic</i></p> <p>Texture <i>Actual, pattern, tessellation, Applied</i></p> <p>Line <i>Direction, vertical, horizontal, zigzag, Quality</i></p> <p>Value <i>Shading– highlights, half-tones, shadows</i></p>	<p>Space <i>overlap, perspective (1-point and 2-point), horizon line, foreground, middle ground, background, scale, positive and negative space,</i></p> <p>b. Principles of Design: Pattern Emphasis Repetition Contrast Movement Balance- <i>symmetry, asymmetry, radial</i></p> <p>c. Other Vocabulary: Abstract Atmosphere Architecture Horizon line Still-life Cityscape Seascape Landscape</p>	<p>Portrait Outline Objective/Non-objective Proportion—<i>facial</i> Expression Asymmetry Radial symmetry Symbolism</p> <p>2. Read, write, and discuss about art.</p> <p>a. Look at and discuss as a class works of art</p> <p>b. Write a response to a work of art using the vocabulary presented</p> <p>c. Write a report, word web, chart, etc., about a piece of art</p> <p>d. Mix creative writing with an art work</p> <p>e. Theorize in writing about the purpose of art and the process of making art</p> <p>f. Read various resource materials to research a selected topic</p>

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Students develop the skills necessary to reflect on their own work and the work of others and critique works of art.

<i>The student will:</i>			
<p>1. Create art that expresses his/her own thoughts and beliefs.</p>	<p>2. Develop pride and confidence in his/her own work.</p>	<p>3. Identify and compare the values, thoughts, beliefs and expressions of others through critiquing the others' art.</p>	<p>4. Build life skills through:</p> <ul style="list-style-type: none"> a. Working on teams b. Problem solving c. Implementing projects d. Planning e. Working independently f. Developing creativity
<p>5. Analyze, interpret, form an opinion, and express a preference for a piece using the characteristics, merits, and meanings of works of art.</p>	<p>6. Identify the role art plays in our culture and develop a foundation for life-long enjoyment of art.</p>	<p>7. Compare multiple purposes for creating works of art.</p>	

Students make connections with the Catholic faith, art history, and other academic disciplines and culture, and allow students to react to the world, to express their understanding of their own culture through works of art. Art plays a role in the religious beliefs and values of the Catholic culture.

<i>The student will:</i>			
<p>1. Create and describe art that expresses the themes in the Catholic faith and prominent events.</p> <ul style="list-style-type: none"> a. Liturgical celebrations b. Seasonal church celebrations c. Saints days (patron of the school, Marian feasts, etc.) d. Sacraments e. Love f. Life, passion and death of Jesus g. Sacred vessels and other artifacts used in prayer and liturgical celebrations h. Virtues 	<p>2. Create and describe art that integrates with other discipline curricula of grade level subjects. <i>(Art teachers are encouraged to consult and dialogue with classroom teachers.)</i></p> <ul style="list-style-type: none"> a. Math – tessellations, string art with geometric figures b. Language Arts – illustrations c. History – Egyptian, Greek, Roman art d. Science – use the environment as inspiration for art, i.e., using found items, discussing what trees do for us e. Music, dance, drama – improvisational games, musical mapping, etc. f. World Languages – Spanish, American Sign Language g. Other studies outside the classroom, i.e., environmental, sociological, etc. 	<p>3. Identify and explore the history of art and how it relates to the social and political events of the time. <i>(See appendix for an art history timeline with suggested options.)</i></p> <ul style="list-style-type: none"> a. Movements b. Eras c. Styles d. Artists 	<p>4. Create and describe art that expresses cultural heritage.</p> <ul style="list-style-type: none"> a. Identify, design and integrate personal symbols b. Identify and integrate other cultural and non-Christian religious symbols c. Analyze, describe, and demonstrate how factors of time and place of a specific culture (such as climate, resources, ideas, religion, and technology) influence visual characteristics that give meaning and value to a work of art

Students will use tools and materials in a safe and responsible way to demonstrate ways to create art. Student artists will experiment with a wide variety of art materials and processes to discover new ways of making meaning.

The student will:				
<p>1. Select and implement the appropriate media for projects.</p> <p>a. Paint <i>Acrylic, tempera, water color</i></p> <p>b. Drawing <i>Oil Pastel, chalk pastel, pen and ink, colored pencils, charcoal</i></p> <p>c. Sculpture <i>Plaster of Paris, papier-mâché, wood, clay, recyclables and found objects</i></p> <p>d. Photography</p> <p>e. Computer <i>Digital imaging, graphic design, animation</i></p> <p>f. Drawing utensils <i>pen and ink, blending</i></p> <p>g. Printmaking</p>	<p>2. Implement the techniques used in fine art and craft projects.</p> <p>a. Painting Techniques <i>Color mixing, shading, tinting, advanced techniques</i></p> <p>b. Printmaking <i>Etching, carving, etc...</i></p> <p>c. Collage/Decoupage</p> <p>d. 3-dimensional construction <i>Architecture</i></p> <p>e. Using drawing techniques <i>Thumbnail sketch, contour, gesture, cross hatching, stippling, calligraphy, grid drawing, perspective (1-point and 2-Point)</i></p> <p>f. Book making</p>	<p>g. Fiber art <i>Weaving, macramé, batik, etc...</i></p> <p>h. Ceramics <i>Pinch pots, coil, slab, slip, score and glaze (if kiln is available)</i></p> <p>i. Jewelry making <i>Mold, cast</i></p>	<p>3. Demonstrate the safe and proper use of tools and materials.</p>	<p>4. Demonstrate the process related to a medium and how it is used in producing a work of art.</p>

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The student will:		
<p>1. Learn and use vocabulary.</p> <p>a. Elements of art:</p> <p>Color <i>Color wheel</i> <i>Neutral, primary colors, secondary colors, tertiary colors</i> <i>Color schemes (analogous, monochromatic, etc.)</i> <i>Tint / shade, Hue, Saturation, Intensity</i></p> <p>Space <i>advance, recede, positive, negative, foreground, middle ground, background, foreshortening, scale</i></p> <p>Form</p> <p>Shape</p> <p>Texture</p> <p>Line <i>Hatching, contour, and cross-hatching, gestural</i></p> <p>Value <i>Highlights, half-tones, shadows, reflected light</i></p>	<p>b. Principles of design:</p> <p>Pattern <i>Regular, irregular, tessellation</i></p> <p>Emphasis <i>Focal point</i></p> <p>Repetition</p> <p>Contrast <i>Complimentary, warm/cool, high contrast</i></p> <p>Movement</p> <p>Space</p> <p>Rhythm</p> <p>Balance <i>Symmetrical, asymmetrical, radial</i></p> <p>Unity</p> <p>c. Other Vocabulary:</p> <p>Abstract</p> <p>Atmosphere</p> <p>Architecture</p> <p>Horizon line</p> <p>Perspective (1-point, 2-Point)</p> <p>Expression</p>	<p>Proportion <i>Facial, figurative</i></p> <p>Symbolism</p> <p>Still life</p> <p>Landscape</p> <p>2. Read, write, and discuss art.</p> <p>a. Justify – orally and in writing – ideas behind a piece of art</p> <p>b. Look at, discuss, and write a synthesis (the date, the artist, style, color scheme, etc.) of an artwork</p> <p>c. Write a report, word web, chart, etc., about a piece of art</p> <p>d. Mix creative writing with an art work</p> <p>e. Theorize in writing about the purpose of art and the process of making art</p> <p>f. Read various resource materials to research a selected topic</p>

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Students develop the skills necessary to reflect on their own work and the work of others and critique works of art.

<i>The student will:</i>				
<p>1. Reflect upon and critique, both orally and in writing, works related to his/her personal artistic development.</p>	<p>2. Develop pride, confidence in and an ability to justify his/her own work.</p>	<p>3. Discuss the positive aspects, values, thoughts, beliefs and expressions of others through critiquing the others' art.</p>	<p>4. Build life skills through:</p> <ul style="list-style-type: none"> a. Working on teams b. Problem solving c. Implementing projects d. Planning e. Working independently f. Developing creativity 	<p>5. Analyze, interpret, form and opinion, and express a preference for a piece using the characteristics, merits, and meanings of works of art.</p>
<p>6. Identify the role art plays in our culture and develop a foundation for life-long enjoyment of art.</p>	<p>7. Compare multiple purposes for creating works of art.</p>	<p>8. Consider seeking further art education experiences.</p>	<p>9. Explore possible careers in the field of art.</p>	

Students make connections with the Catholic faith, art history, and other academic disciplines and culture, and allow students to react to the world, to express their understanding of their own culture through works of art. Art plays a role in the religious beliefs and values of the Catholic culture.

The student will:

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|---|---|--|
| <p>1. Create and analyze art that expresses the themes in the Catholic faith and prominent events.</p> <ul style="list-style-type: none"> a. Liturgical celebrations b. Seasonal church celebrations c. Stations of the Cross d. Sacraments e. Love f. Icons g. Virtues | <p>2. Create and analyze art that integrates with other disciplines.</p> <ul style="list-style-type: none"> a. Curricula of grade level subjects. (<i>Art teachers are encouraged to consult and dialogue with classroom teachers.</i>) <ul style="list-style-type: none"> Math – tessellations, string art with geometric figures Language Arts – cartoons, illustrations History – political symbols, flags, crest, coat of arms, etc. Science – use recyclables, environmental impact Music, dance, drama – improvisational games, musical mapping, etc. World Languages – Spanish, American Sign Language b. other studies outside the classroom, i.e., environmental, sociological, etc. | <p>3. Identify and analyze the history of art and how it relates to the social and political events of the time (<i>see appendix for an art history timeline with suggested options.</i>)</p> <ul style="list-style-type: none"> a. Movements and suggested representative artists <ul style="list-style-type: none"> Abstract Expressionism (<i>Jackson Pollack</i>), Impressionism (<i>Monet</i>), Renaissance (<i>Michelangelo</i>), Post-impressionism (<i>Paul Gauguin</i>), Art nouveau (<i>Gustav Klimt</i>), Pop art (<i>Andy Warhol</i>), Fauvism (<i>Henri Matisse</i>), Cubism c. Eras <ul style="list-style-type: none"> Pre-historic, Ancient, Classical, Medieval, Contemporary d. Styles <ul style="list-style-type: none"> Abstract (<i>Pablo Picasso</i>), Photo-realism (<i>Chuck Close</i>), Realism (<i>Gustav Corbet</i>), International Folk Art (<i>Frida Kahlo</i>), Surrealism (<i>Salvdor Dali</i>), Illustration (<i>Honore Daumier</i>) |
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The student will:

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d. Global / International art and artists

(Possible examples)

Asian print making (*Matsushika Hokusai*)

Native / aboriginal art

(*Totem poles, x-ray painting, dot painting, bark painting, weavings, basket making, etc.*)

Sumi and Chinese brush painting

Persian miniatures

African mask making

Islamic tiles

Santos makers

Folk Arts

South American Indian Art

4. create and describe art that expresses cultural heritage

- a. identify, design and integrate personal symbols
- b. identify and integrate other cultural and non-Christian religious symbols
- c. analyze, describe, and demonstrate how factors of time and place of a specific culture (such as climate, resources, ideas, religion, and technology) influence visual characteristics that give meaning and value to a work of art

Students will use tools and materials in a safe and responsible way to demonstrate ways to create art. Student artists will experiment with a wide variety of art materials and processes to discover new ways of making meaning.

<i>The student will:</i>			
<p>1. Learn and use the ceramics and sculpture vocabulary.</p> <p>3D</p> <p>Bone dry</p> <p>Burnishing</p> <p>Clay types</p> <p>Coil</p> <p>Electric and kick wheels</p> <p>Elements and principals</p> <p>Extruder</p> <p>Firing types - bisque, fixing, glaze, cone</p> <p>Functional vs. decorative sculpture</p> <p>Glazing techniques - dip, dry brush, airbrush</p> <p>Greenware</p> <p>Hand building</p> <p>Hollow forms</p> <p>Kiln loading</p> <p>Kiln types</p>	<p>Kneading / wedging techniques</p> <p>Lid types</p> <p>Marbling</p> <p>Mixed media</p> <p>Mold</p> <p>Pinch pots</p> <p>Pulling handles</p> <p>Pug mill</p> <p>Raku</p> <p>Score</p> <p>Scruffito</p> <p>Shrinkage</p> <p>Slab roller</p> <p>Slip</p> <p>Textures</p> <p>Tools</p> <p>Tromp l'oeil</p> <p>Wax resin</p> <p>Wheel throwing</p> <p>Wood fire</p>	<p>2. Work on the following ceramic and sculpture projects:</p> <p>Bowls</p> <p>Boxes</p> <p>Bronze sculpture</p> <p>Coil pots</p> <p>Cultural masks</p> <p>Empty bowls</p> <p>Line self-portrait</p> <p>Mugs</p> <p>Offering bowls - religious significance, tomb tour of Mexico</p> <p>Pinch pots</p> <p>Plates</p> <p>Platters</p> <p>Self-portrait masks</p> <p>Sketch books or project log</p> <p>Slab mugs</p> <p>Stamps</p>	<p>Storytellers (Native American culture)</p> <p>Teapots</p> <p>Textures - build and impress tiles/coasters</p> <p>Wax manipulation</p> <p>Wire as contour</p> <p>Whistles</p>

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The student will:

(Continued from page 34)

3. Learn and use the painting and drawing vocabulary.

- Art history - periods, styles and genres
- Color theory
- Critique
- Cultural context
- Elements of art
- Figure drawing
- Human proportions
- Line types
- Perspective
- Principals of design
- Social statements
- Theme
- Visual arts / drawing and painting

4. Work on the following painting and drawing projects:

- Artist study and imitation of genre
- Batik
- Billiard ball pastels
- Blind contour and gesture drawing
- Bones / skeletons
- Book making
- Calligraphy
- Careers
- Cartooning
- Celtic knot project
- Collage
- Color mixing unit
- Color scheme project
- Digital manipulation
- Finish photo (1/2 drawn, 1/2 original)
- Grid drawing

- Metal etching
- Mixed media Mosaics
- Paint furniture
- Pen and ink
- Photo manipulation
- Pointillism / use of line
- Prints (linoleum or wood)
- Reduction prints
- Research projects on art's influence on pop culture
- Research projects on artists and styles
- Research projects on careers
- Screen printing
- Sketchbook (weekly)
- Stained glass
- Still life
- Telemetry

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<i>The student will:</i>		
<p>1. Develop and utilize appropriate vocabulary to discuss works of art.</p>	<p>2. Skillfully and intentionally produce works of art using a variety of media and techniques, including technology.</p>	<p>3. Use art materials and tools in a safe and responsible manner.</p>
<p>4. Demonstrate the process related to a medium and how it is used in producing a work of art.</p>	<p>5. Evaluate the effectiveness of art works in terms of the elements of art and the principles of design.</p>	<p>6. Use the elements of art and principles of design to solve technical and creative visual arts problems in the creation of artwork.</p>

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Students develop the skills necessary to reflect on their own work and the work of others and critique works of art.

<i>The student will:</i>				
<p>1. Identify the intentions of an artist, and justify the analysis.</p>	<p>2. Reflect upon and critique, both orally and in writing, his/her personal artistic development.</p>	<p>3. Collect a portfolio of original work.</p>	<p>4. Demonstrate pride and confidence in one’s own work through exhibition of work.</p>	<p>5. Use moral guidelines to evaluate the ethical implications of one’s own and others’ art work.</p>

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<i>The student will:</i>		
<p>1. Explain the function and meaning of a work of art within various cultures, times, and places.</p>	<p>2. Create an object of art by applying the characteristics of art from a culture or an era.</p>	<p>3. Demonstrate how history, culture, and the visual arts influence each other.</p>
<p>4. Research careers related to the arts.</p>	<p>5. Demonstrate a literary, scientific, or mathematical concept through the visual arts</p>	<p>6. illustrate social, religious, and political themes through art production explain or demonstrate how technological advancements have impacted art and society</p>